WHY TEACH LITERATURE

by:

Julie Ann G. Cea
Teacher II, Mariveles Narional High School – Cabcaben

There is no fuller means to portray a story as lucid as literature. It is the skylight of exploring the world beyond and at the same time of the unknown. We can discover, realize, and be grateful for the world and its perils. Grasping the very essence of literature is the most idyllic tactic to probe what our distinctiveness is, the matter that we are, and what we used to be.

Students must be educated to obtain literary appreciation which is the manner by which the reader of a piece of literature develops a momentous interpretation of its theme and advances intimate vision into the formation of this similar literary piece. Cultivating literary propensity is one of the highly key product of teaching literature. This applies to learners’ dissecting the language directives of literature, which authorizes them to alter linguistic arrangements into literary constructions and implications.

Moreover, literature is an illustration of language being used and is a setting for language pragmatics. Along these lines, contemplating the language of artistic writings as language in progress can be viewed as improving the students’ enthusiasm for parts of various frameworks of language association. Consequently, heartening the language through literature turns about as a means for societal enrichment and familiarizes the student with seeing how correspondence happens in their own unique circumstance. It includes students intellectually and makes language learning all the more intriguing and energizing.

Having these thoughts, the fundamental nature of literature extends learners a breakthrough to visualize and gauge their own value as people. The satisfaction in
perusing literature comes from imagining subjects and points that are naturally fascinating. Since it manages thoughts, things, sensations, and occasions that either establish part of the readers’ experience or that they can go into inventively, they can relate what they are reading with their own lives.

Hereafter, as Filipino propeller of educative wheel, we should instill the students the arousal to comprehend literature intrinsically. Literature that is read for its natural legitimacy and pleasure is an amazing instructive mechanism that permeates values, style of language, and numerous different open doors for learning. On the other hand, we should be intrinsically stimulated to teach literature as well.

References: